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ABSTRACT

Progress made during the second year of the Adult Basic Education Staff Development Project of the Southern Regional Education Board is reported. Growth shown in the six major areas of activity established during the first year was as follows: (1) State Departments of Education In-Service Leadership activities strengthened the roles of the state director and his staff in planning and utilizing staff development resources; (2) The Higher Education Capabilities activity involved at least two institutions in each state to provide pre- and in-service adult and adult basic education training through graduate and undergraduate courses and graduate degree programs; (3) The Local In-Service Capability program facilitated the training of local program personnel and assisted supervisors in establishing appropriate sequences for seminars and workshops to foster professional development among staff members; (4) The Continuing Consultant program enabled college and university instructors to visit and assist local ABE programs, which helped influence curriculum changes; (5) Regional Seminars provided an opportunity for state department of education, higher educational, and local program personnel to meet with their counterparts from other states to discuss training problems and needs; and (6) The Technical Services program provided the region with expertise and specialized materials. The report is comprised of four chapters and six appendixes. (Author/DB)

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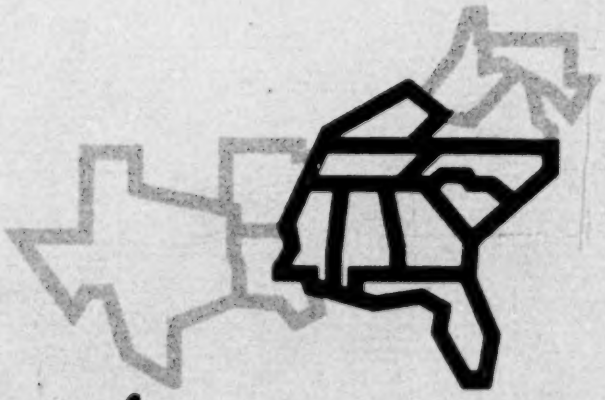
SECOND YEAR REPORT, 1970-1971

SOUTHEASTERN REGION
ADULT BASIC EDUCATION
STAFF DEVELOPMENT PROJECT



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SOUTHERN REGIONAL EDUCATION BOARD

SECOND YEAR REPORT
1970 - 1971

SOUTHEASTERN REGION
ADULT BASIC EDUCATION
STAFF DEVELOPMENT PROJECT

This report was prepared pursuant to grants received by the Southern Regional Education Board from the Office of Education, Department of Health, Education and Welfare, under Sections 309b and 309c of the Adult Education Act of 1966. However, the opinions expressed herein do not necessarily reflect the position or policy of the U. S. Office of Education, and no official endorsement by the U. S. Office of Education should be inferred.

SOUTHERN REGIONAL EDUCATION BOARD
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FOREWORD

The second year of the Adult Basic Education Staff Development Project has been one of continued and productive cooperation between the several groups introduced to new working relationships when this project began in 1969. Through this program the Southern Regional Education Board, state departments of education, colleges and universities and many local adult education programs have demonstrated great progress toward meeting a regional need through sharing the strengths each group offers the others.

USOE provides funds for this three-year effort in the eight states of HEW Region IV. During the first year, the project assisted these states to rapidly institute training programs for teachers of adults through in-service workshops, seminars, and through new courses or programs in 22 higher educational institutions. Activities during the second year assisted participants to identify important elements of their newly established training programs and develop individual state plans for a system of training teachers which could be tested and refined during 1971-72. After evaluation and adjustment during the final project year, each state should have a lasting system for training that will continue to utilize the unique strengths and abilities of all groups involved in training within each state. As a result, teachers

of illiterate adults should be able to provide learning experiences that will keep adults attending and encourage other adults who are not enrolled to start a program of basic education.

SREB is pleased to be associated with this effort and to provide the means for these states to work together and share their accomplishments regionally. This report attests to great accomplishments in these two short years but, as is often true, it also shows much left to be done. Completing the design for a training system in each state and identifying strengths that can be shared across state lines is no easy task. It will require continued vigor from all who hold responsibility for this effort and all who must lead in the accomplishment of project objectives. For the past two years outstanding leadership and dedication has been provided by the state directors of adult education (who originally identified the need and prospects for such a project) and the very capable project staff at SREB. It appears certain that the third and final year of the project will more securely cement relationships necessary to meet objectives set forth for this staff development program. The success of the undertaking in the long run will be reflected not in the number of teachers who are or can be trained, but in the increased number of undereducated adults who receive basic education in the Southeast.

William R. O'Connell, Jr.
Director of Special Projects

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SUMMARY

The second year of the Adult Basic Education Staff Development Project of the Southern Regional Education Board (SREB) ended with significant increases in the number of training activities conducted by the state departments of education, higher educational institutions, and local ABE programs. A teacher training and special demonstration project grant under sections 309 (b) and (c) of the Adult Education Act of 1966 supports the project's three-year goal: to create three major regionwide teacher-training resources--in colleges and universities, in state departments of education and in local programs--and to draw these resources together through supplementary regional activities.

During the first year (1969-1970) of the project, six activities provided continuing contact for representation from all three of the potential areas of training resources and defined the state and regional structures through which training and staff development could be carried on. Four of these activities are planned and administered within each state by the state ABE director in accordance with program needs; each of the four contributed to a comprehensive plan for staff development within the states and to developing training strengths across the region through exchange of state strategies. Two region-based activities supplemented the state-based ones.

In the second year of the project (1970-1971) the activities and accomplishments of the first year were quantitatively and qualitatively expanded. Planning efforts were concentrated within the states, and specific emphasis was placed on institutionalizing distinct training resources:

a. within the state departments of education where staff can coordinate and assist in developing training ability at the higher educational institutions and within the local ABE programs;
b. through the colleges and universities where the development of courses and the increase in graduate degree programs will satisfy training needs of teachers and administrators; and
c. in local ABE programs where personnel can be selected to prepare and conduct in-service training using outside assistance only when necessary.

First Year Review

Much of the project's early effort was aimed at providing needed training to the nearly 8,000 adult basic educators in the Southeast. Sixteen higher educational institutions in six states--Alabama, Florida, Georgia, Mississippi, South Carolina and Tennessee--were involved in the training. Thirteen of these colleges and universities, including one traditionally

black institution in each state, established adult education divisions for the first time. Working in close cooperation with the state departments of education, colleges and universities and local programs, the project also launched a number of diverse training efforts which enabled nearly 90 percent of the Southeast adult basic education staff to have one or two opportunities for training:

--61 graduate and undergraduate courses were begun at the sixteen colleges and universities;

--seven two-week institutes were held at six universities throughout the Southeast; and

--more than 118 seminars and workshops were held during the first year.

In addition to providing needed training, the project during the first year stimulated discussion and encouraged the development of working relationships among the state departments, the higher educational institutions and the local programs. This cooperation began with the joint planning of training experiences and with expansion of discussions concerning individual courses and degree programs being developed at various institutions.

There were three results of these discussions. First, and most evident, was that systematic efforts for regular pre- and in-service training evolved and became available throughout

the year for teachers and administrators. Second, and of increasing importance, was that trust and respect for the abilities of other persons grew through the cooperative working experiences and the combined discussions. Much of this was due to the regional seminar program which brought representatives together for structured discussions and examinations of roles and responsibilities in training. Third was the initial designation of statewide committees for the planning of in-service training and, in some cases, professional development.

In some states staff development became the responsibility of one person in the state department of education who took the lead in bringing together these statewide committees. In others the state director himself assumed that responsibility. The statewide committee became quite important during the second year as the mechanism for examining and finally preparing the individual state plans.

There were other first year accomplishments which assisted second year growth. The traditionally black institutions became effective participants in the project after overcoming initial feelings of scepticism and reluctance. Staff from these institutions contributed substantially to local seminars and workshops, statewide institutes, state planning teams, and the regional seminars.

Graduate students supported by project funds increased the number of trained professionals in the region. The students, many with previous experience as ABE teachers, worked closely with the faculty members; they helped plan and evaluate in-service programs, staff institutes and conduct field surveys for local programs and were a voice heard at all regional seminars.

Faculty members overcame some of the initial teacher-administrator resistance to their entry into local ABE programs under the consultant program. Local teachers and coordinators became more accustomed to the presence of college faculty members and aware of their value as resource persons when their visits increased steadily during the latter part of the first year.

The two-week institute programs became the base for year-long in-service training and provided an initial orientation which was followed by more intensive examination of specific subjects. As more teachers and coordinators became exposed to basic information about ABE, sessions became more specific and directed to problems of classroom operation and material selection.

Second Year Overview

Growth during the second year of the project was primarily qualitative, nurtured by the strong foundations

established during the first year in the six major areas of activity:

1. State Departments of Education (SDE) In-Service Leadership activities strengthened the role that the state director and his staff play in planning and utilizing staff development resources available in each state and in the region.
2. The Higher Education Capabilities activity involved at least two institutions in each state to provide pre- and in-service adult and adult basic education training through graduate and undergraduate courses and graduate degree programs.
3. The Local In-Service Capability program facilitated the training of local program personnel and assisted supervisors in establishing appropriate sequences for seminars and workshops to foster professional development among staff members.
4. The Continuing Consultant program enabled college and university instructors to make regular visits to assist local ABE programs and provided experiences which helped influence curriculum changes.
5. Regional Seminars provided an opportunity for state department of education, higher educational, and local program personnel to meet jointly with their

counterparts from other states to discuss training problems and needs before preparing individual state plans for staff development.

6. The Technical Services program brought to the region technical expertise and specialized materials not available to individual institutions or states.

In the chapters that follow, the interaction and cooperation of the state departments, the local programs, and the colleges and universities will be apparent. Statewide plans have been developed and, in most cases, implemented. Local and statewide in-service training increased in quality and quantity. Higher educational personnel strengthened their on-campus bases as well as their off-campus role as consultants.

Chapter I

STATE AND LOCAL ROLES IN STAFF DEVELOPMENT ACTIVITIES, ORGANIZATION AND TRAINING SYSTEMS

State Department of Education Leadership

The staff development activities planned and coordinated under the leadership of the state departments of education reflect the qualitative growth that took place during the second year of the project. Although there have been significant increases in the number of summer institutes, in-service workshops and seminars, progress can best be seen through the training systems established in each state--the components of which have been identified, accepted and formed into state plans.

The growth of these training systems results from six major accomplishments:

1. All of the eight states participating in the project have a plan for staff training and development. Each plan was written by development personnel within the individual state, after research and consultation with other groups participating in ABE staff training. Each plan identifies the persons available to conduct training and their responsibilities to the training system within the state. The responsibilities and the scope of training to be provided are grouped under a general philosophy for ABE staff training included within each state plan.

2. Under the direction of the state director of adult education, a statewide planning group has been formed in all of the participating states. This planning group includes representatives from selected local adult basic education programs in that state, the higher education personnel connected with adult education training, and state department of education (SDE) personnel. All project participants believe that these planning groups have become an effective mechanism for organizing and conducting training.

3. Within each department of education, one member of the staff has been given primary responsibility for the staff development and training activities within that state. This person has been largely responsible for the completion and, under the direction of the state director of adult education, for the implementation of the statewide training plan.

4. Frequent meetings of the statewide planning group, an average of five to seven in each state during the year, have facilitated planning the many in-service seminars and workshops conducted within each state. A report on these workshops by state

and the number of persons involved is provided in the Appendix. These workshops have not only reached nearly all of the ABE personnel in the Southeast, but have also had the added value of being specifically geared to the needs of local ABE teachers. Local ABE personnel throughout the region have emphasized how valuable this contact with SDE supervisors and university personnel has been in helping them to plan more meaningful in-service activity.

5. Through the training system's organization within each state, higher educational assistance has been more regularly available for both planning and seminar and workshop in-service programs.

6. Training provided at summer institutes has prepared some of the local ABE program teachers and supervisors to serve as resource personnel to in-service programs throughout their state. They have been organized to serve on teams with specialties in the teaching of reading, mathematics, social science, social living, and record keeping skills, and provide services to local programs desiring in-service training for their personnel. They have supplemented or replaced the traditional reliance

on higher educational personnel to operate the in-service training programs.

The key to success in all of these areas has been the regularity of contact between personnel from each professional group--state, local, and institutional. The regional seminar program began that contact in November, 1969, and successive regional and state meetings since then have increased it.

Planning committee meetings in each state stimulated more honest communication among those involved in preparing the outlines and then the details of state plans. The draft plans in each state were completed in April of this year and revised to the satisfaction of all attending a regional seminar in May.* These plans have already been used as the base for evaluating project accomplishments and were the guide for funding activities under the third year grant.

Summer Institutes and In-Service Programs

The quantitative growth during the second year of the project is reflected in the summer institutes and related in-service programs. After two years of consistent activity, the two-week summer institutes have now been merged with the yearlong in-service training programs to provide a combination

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*Copies of all eight state plans can be found in a special project publication, State Plans For Professional Staff Development in HEW Region IV.

of basic intensive training followed by periodic reinforcement. Prior to 1969, only a few people from the Southeast were able to attend regional and national training institutes. During the first year of the project, basic teacher training was provided to many regional people, some of whom had experience with ABE and others who were uninitiated. During the second year the summer institutes became more specialized, and colleges and universities conducted institutes in areas of demonstrated interest and expertise. The overall success of this combination of training resulted from the determination of staff training needs and the development of programs to satisfy those needs--a joint effort by state and local planners.

There were four distinctive aspects of the 11 two-week institutes conducted across the Southeast during the summer of 1970:

1. All of the institutes were specialized, dealing with such topics as the orientation of new ABE personnel, the teaching of reading, the preparation of teaching team members, and administration in adult basic education.
2. Consultants from within the state were used, many of whom were local program supervisors and teachers who contributed much to the relevance of the institutes. No longer did program planners feel

compelled to go beyond state and regional boundaries to get the expertise they needed.

3. Predominantly black institutions in five of the eight states conducted institutes, four of which were integrated programs built into the sequence of training in those states.
4. All training was based on the assumption that regular in-service activity would follow the institutes during the year. Contact was maintained with the participants through visits by SDE and higher educational personnel regularly during the year. The follow-up workshops and seminars were held in various locations throughout each state.

The local in-service training programs conducted throughout each state during the second year benefited from the system for planning and the level of sophistication which emanated from the summer institute programs. State department of education, higher educational, and local program personnel, working in a cooperative relationship, have developed relevant in-service training programs to reach all ABE personnel in the Southeast. These programs are geared to specific local needs, especially in the areas of the teaching of reading, selection of materials, and organization of curriculum to meet adult learner needs. The number and location of the in-service

programs indicate that during the past year a minimum of two or three programs were available to each of the nearly 8,000 ABE personnel in the Southeast.

In each state the organization of systems for determining and meeting local training needs has been proceeding under the leadership of the state department of education. There were, however, different methods for assessing what teachers and administrators felt was required for their professional growth and for maintaining the level of communication among those responsible for conducting training.

The crucial role of the state director and his staff was evident in every case. Dialogue, stimulated by the regional seminar program, helped the planning committees to function. There also was an increased emphasis on local directors assessing training needs and conducting short programs as necessary. It is anticipated that the organizations and training systems described below will continue to gain strength through refinement in the coming year. (The more limited descriptions of systems in Kentucky and North Carolina reflect their recent participation in the project.)

Alabama

Organization

The Alabama staff development plan was primarily prepared by the statewide planning group--a comprehensive group of SDE,

higher educational and local personnel who have been meeting regularly since the first year of the project and have had a continuing planning assignment from the state director of ABE. In addition to preparing the plan for Alabama, this group helped organize a series of in-service meetings held throughout the state.

Four SDE field supervisors have responsibility for particular areas of the state and specifically define staff training needs. The statewide planning group's efforts also were assisted by field consulting work of faculty members from two institutions in the state--Alabama State University at Montgomery and Auburn University. Both of these institutions have utilized their graduate students to gather data from local ABE programs and assist faculty in their on- and off-campus courses.

This coordinated effort in the planning of pre- and in-service programs brought the potential for staff development to all parts of the state.

Training System

In the implementation of the state plan, the overall responsibility for in-service training rests with the state department of education. This responsibility during 1970-1971 included providing a series of statewide and area in-service

programs for ABE personnel; 12 area meetings were held for ABE personnel around the state.

The four SDE area supervisors have the basic responsibility for local in-service training. However, in-service training sessions are sometimes initiated by local directors through direct requests for state department and university assistance.

Statewide and area meetings were planned by committees made up of state department ABE area supervisors, local ABE program directors and teachers, and university personnel from cooperating institutions. In-service training sessions were organized on the basis of needs identified by those committees.

Statewide and area training session plans were completed by a smaller committee of the groups described above. The exact format of the sessions was flexible and largely determined by the topic or theme. Planning for local in-service training was completed at meetings of the area supervisor, local ABE director, ABE teachers and selected university personnel. Once needs were determined by these groups, training sessions were organized and topics selected. In each of the area or local in-service training activities, all ABE personnel were invited to participate. SDE and university resources were also made available for support and training in particular skills.

In addition to those programs held in cooperation with state department and university personnel, a number of local

in-service training efforts were planned and implemented by local teachers and directors, independent of the state department area supervisor, to meet their own special needs. The state department of education encouraged local personnel to assess their own staff development concerns and plan at their discretion any of these additional training sessions deemed necessary to meet them.

Locations for the in-service training sessions varied throughout the state and depended on convenience and availability. Public schools, hotels, university campuses, public buildings and trade schools were some of the sites used and indicate the extent to which other agencies cooperated with ABE efforts in the state.

State and local in-service activities were evaluated by participant reaction scales and by state department staff. The regular presence of many members of the statewide planning group at the programs insured a continuous evaluation of activities. In each instance evaluation was based on the stated purposes of the particular program. Assessments of the extent to which objectives were met were made by area supervisors and local ABE directors and used to improve subsequent activities.

Florida

Organization

The Florida state plan has grown through the ties existing among higher educational personnel, local program participants and the many field supervisors from the state department of education. The state has had a person primarily responsible for staff development activities working for the past year and a half. He has chaired the regular meetings of their planning group and organized staff training activities in accordance with project objectives within the state.

A unique relationship between higher education personnel and local in-service training staff development personnel has been established in Broward and Hillsborough counties. In each of these counties the local in-service training coordinator and the SDE staff member, both supported by project funds, define, coordinate and lead the training efforts. When in-service training needs are specified, the University of South Florida at Tampa (in the Hillsborough County area) and Florida Atlantic University at Boca Raton (in the Broward County area) are called upon to provide the necessary training resources. As a result of this cooperation, a large number of workshops have been conducted, and frequent visits have been made to local programs.

Training System

The state department of education in Florida has responsibility for all ABE in-service training. During 1970-1971, all local programs were required to provide a minimum of six hours of in-service training, all of which was initiated and planned by local program administrators in cooperation with the state department of education and various higher educational institutions.

In-service training needs were determined at the local level by administrators and teachers. Once needs were determined and a focus established, local programs asked state department personnel to provide materials and consultants. Many times the local programs had their own training expertise and did not seek outside assistance.

The state department provided at least one statewide orientation pre-service activity for new local ABE administrators. These activities were planned cooperatively by state department officials and university personnel.

A series of two-week credit and noncredit in-service workshops were conducted each summer for ABE personnel in Florida. The large number of course offerings made it possible to provide these workshops for over 700 ABE teachers and administrators from around the state.

A variety of locations were used for the in-service training activities, including local school buildings, junior colleges, university campuses and municipal buildings.

Frequent contact and communication between the three levels--SDE, higher education and local program--was and is the underlying strength in the state and made evaluation an ongoing activity. Evaluation procedures were developed by local committees in cooperation with state department and university personnel. Follow-up discussions and analysis guided the local program administrators in making assessments of the worth of the particular activity and in providing directions for improving future sessions.

Georgia

Organization

For operating purposes, the state of Georgia was divided into four geographical areas, or quadrants, each with an ABE supervisor from the state department of education and each of which contained a college or university--southwest, Albany State College; southeast, Georgia Southern College; northeast, University of Georgia; northwest, West Georgia College. This quadrant relationship has been a force behind the development of a comprehensive state plan as well as other plans for continued activity within each of the areas. With the director

of adult education acting as the chairman of the statewide coordinating group, representatives from committees in each of the quadrants regularly meet to determine statewide programs. It was this group, working collectively, that developed the Georgia plan which emphasizes regional specializations for the participating institutions. In addition, within each quadrant, staff from the higher educational institution, the quadrant supervisor and a committee of local ABE personnel form the group which determines local training needs. Once those needs have been exposed and the most relevant experience to meet them identified, staff from the institution in the quadrant or from the University of Georgia are called upon to act as primary resources. Frequent workshops directed to specific topics have resulted from this relationship.

The relationship at the statewide level has also enabled Georgia to hold frequent conferences of coordinators from across the state and to determine jointly what types of statewide teacher training and staff development activities should occur. Definite responsibilities were assigned to each of the four higher educational institutions that participate in staff training within the state.

Training System

The state department of education in Georgia has overall responsibility for providing statewide and local in-service

training for ABE personnel throughout the state. Each of the four ABE supervisors is responsible for in-service training in his quadrant. Although their basic objectives are the same, these quadrant supervisors are independent in their approaches and methods. However, a minimum of two areawide in-service training activities were held in each quadrant during the year.

The methods for determining in-service needs of ABE personnel included the use of advisory groups composed of local coordinators and teachers, planning conferences composed of large numbers of ABE teachers and administrators, steering committees composed of selected local ABE coordinators and planning committees composed of local, state and university personnel. As a result of needs identified through these varied means, supervisors worked with staff from cooperating universities and selected local ABE representatives to plan and design in detail the in-service training programs. A number of the in-service training activities for Georgia involve teachers and administrators from compatible programs such as Work Incentive Programs (WIN), Manpower Development Training Programs (MDTA), industrial and vocational training. The focus for the statewide in-service training sessions varies according to needs, from general orientation to specific specialized areas that deal with content, materials and teaching techniques.

Local in-service training activities also were initiated by local program staff or by the quadrant supervisor and planned cooperatively by local coordinators, teachers, state department supervisors and university personnel. After needs were determined by local coordinators and teachers, the necessary resources were identified by state department supervisors and mobilized for implementation.

In-service activities were held in the most centrally located and convenient areas. A variety of locations, including university campuses, public schools, industrial sites and other public facilities, were used throughout the state.

Evaluation information for the in-service training activities in Georgia generally was secured from participant reaction forms. There is no statewide procedure established for evaluation of in-service training; it is left to the quadrant supervisor and the committee charged with planning and implementing the particular training activity.

Kentucky

Organization and Training System

Although this is Kentucky's first year with the project, it has made impressive strides. A statewide planning group was established in early 1971, and this group of state department of education, higher education and local program personnel

organized a series of local in-service training meetings which were held throughout the state. A needs survey was also made through cooperative efforts of the higher education personnel. The planning group within Kentucky has also defined the scope of training to be provided within the state and the resources available to conduct that training.

Throughout the year, communication between SDE, college and university and local ABE personnel has improved. There is a greater awareness of the responsibilities and skills of each group. This has enhanced the dialogue and enabled the state-wide planning group to conduct intensive sessions during May and June to complete their plan.

Through the growth of a professional staff development plan, the mechanisms for providing both statewide and local training are growing. Overall leadership during this past year was provided by the state department of education.

The state staff development committee was composed of the SDE adult education staff, higher education representatives from the three contributing institutions and local ABE teachers and supervisors (three from each of the four geographical regions of the state). An in-service training committee for each of the four geographical divisions of the state also was formed and included the SDE area staff member, the area faculty member and five local program personnel. Both of these

committees have responsibility for determining training needs and developing the statewide and area activities to meet those needs.

Local systems also have been encouraged to conduct their own training, but SDE and higher education personnel assist when requested.

Mississippi

Organization

The planning group within Mississippi has had a variety of functions and responsibilities over the last year and a half. Included in these responsibilities have been upgrading the state ABE curriculum through grade 12, planning statewide in-service training activities and outlining and preparing the comprehensive plan for in-service training and staff development. The SDE staff member who heads this planning group is also responsible for teacher training and personnel development activities conducted throughout the state.

The coordination provided as a result has meant that each of the three participating institutions in Mississippi (Jackson State College, Mississippi State University, and the University of Southern Mississippi) conducted specialized teacher training institutes in orientation of new ABE teachers, preparation of in-service teaching team members and the teaching of reading to adults.

One useful result of the joint activity this past year has been the statewide use of teacher trainer teams of local ABE personnel. The teams, prepared in the summer of 1970, were trained in the subject areas of reading, computational and social living skills and were made available to local in-service sessions. State department of education personnel have also provided assistance to these workshops and seminars.

Training System

The state department of education has the responsibility for statewide in-service training, as do local ABE programs at their own level. For statewide in-service training activities, needs and directions were determined by the state department staff, local program representatives and staff members from cooperating colleges and universities in the state. Representatives from these three groups made up the state planning committee which determined resources, content areas and the format of in-service training offered at the statewide sessions. Local in-service training needs are determined from input and observations of teachers and supervisors at the local level.

A minimum of six statewide ABE in-service training programs were initiated by the state department of education during the year; statewide in-service was available to all ABE personnel in the state.

Several training teams were established to provide training services for state and local in-service training activities. These teams had developed expertise in various content areas and were called upon for related in-service training activities. SDE, higher educational and selected local ABE program personnel also were involved in training and as consultants to state and local in-service training activities.

Most local in-service training activities took place in the public schools and were available to all persons involved in ABE in the particular locale. Statewide in-service programs, in most instances, were held in junior colleges and hotel facilities throughout the state.

Evaluation forms completed by participants of the in-service activity were used to assess the effectiveness of the training activity. A follow-up discussion of the evaluation material was held with the planning committee to determine revisions and new directions for future in-service training activities. The evaluation procedure for local in-service training activities varied.

North Carolina

Organization

North Carolina initiated a statewide planning group in this its first year in the project; included in this group are

representatives from the three higher educational institutions that will provide off-campus training (Appalachian State University, Elizabeth City State University and North Carolina State University), the Department of Community Colleges which coordinates adult basic education work in the state and selected staff members from community colleges in the locations to be served. Through the staff on this planning committee all areas of the state are represented, and the committee itself is able to make training needs surveys through contacts with the adult basic education programs within the community colleges.

Several meetings of this group in April and May produced the first draft of a state plan. Initial definitions have been made of training areas, staff responsibilities and the type of planning process to establish. It is anticipated that this group will continue to meet and work on further details of the North Carolina plan.

Training System

Statewide in-service training has been conducted by the Department of Community Colleges, working with the adult education staff of North Carolina State University at Raleigh. This training has consisted of meetings for ABE coordinators and staff from community colleges throughout the state.

In-service training responsibilities also have been delegated to universities in two distinct geographical regions

of the state: Appalachian State University at Boone, in the western mountains, and Elizabeth City State University at Elizabeth City, on the eastern coastal plains. Faculty from these universities work with community colleges in each region to develop areawide in-service training. Since the relationship is new, the mechanism for the determination of training needs is still being developed.

ABE coordinators at each community college have been encouraged to conduct orientation and in-service sessions for their staffs.

South Carolina

Organization

The South Carolina planning group operated during the past two years and had two major responsibilities in addition to the preparation of the state plan--identifying certification standards for adult basic education personnel and assisting the state department of education in the preparation of five-year objectives for the growth of the total adult education program in that state. These two functions dovetailed into the preparation of the South Carolina staff development plan, which relates the philosophy for training to the types of certification requirements that will be implemented and the way in which staff training complements the overall desired growth of the adult education program in that state.

During the two years of the institute program, South Carolina has prepared a cadre of local ABE personnel who are available as resource specialists to the many training programs conducted throughout the state. These individuals have specialized subject area competence and are scheduled for their presentations by the state department of education. Through these people SDE staff who have additional specialized competencies and the available higher education consultant assistance, every ABE teacher and supervisor has had access to at least two in-service presentations during this past year.

Training System

The state department of education has overall responsibility for in-service training. Each local program was required to provide two in-service programs per year. These sessions were planned in cooperation with local, state and university personnel and provided for all ABE teachers in the state.

After needs and interests were identified by local personnel, staff were selected by the state department of education to assist local planning teams with the details of the activity. In most instances, those selected by the state department were persons having special training in the content areas and methods of teaching adult basic education. They were assigned to those in-service programs which emphasized their area of speciality.

Local programs had the option to utilize resources from sources other than those identified by SDE personnel. The personnel involved were urged to participate in pre-planning activities and evaluation and, when deemed advisable, were involved in follow-up activities.

In addition to the local in-service training activities for teachers in South Carolina, in-service training sessions were held during the year for local coordinators in four areas of the state. These activities were planned in cooperation with local coordinators, state department of education officials and higher educational personnel.

The local in-service activities normally were held in public school facilities. The area meetings for coordinators were held in various motel and hotel facilities around the state.

The state department of education coordinated the evaluation for all of the in-service training activities. One person from the SDE staff was assigned the evaluation responsibility and coordinated evaluation procedures with the participants and coordinators and cooperating university personnel. Evaluation results were used to revise and improve future in-service training activities.

Tennessee

Organization

The priorities for the statewide planning group in Tennessee were to develop university teacher training and statewide in-service training for ABE teachers and administrators. The resulting plan divides Tennessee into three administrative and training areas, east, middle, and west respectively. Three primary institutions of higher education (Memphis State University, Tennessee State University and the University of Tennessee) supplemented by seven others serve as the base for providing both summer institutes and ongoing in-service training throughout the state.

The relationship established between faculty in each part of the state and each SDE area supervisor enables them to visit local programs to help determine training needs. This information is provided to the state director who, in consultation with the planning group, decides what training will be provided in that area and across the state. Through this organization during this past year, in-service programs on particular subject areas (especially reading) were available to the majority of adult education personnel in both the urban and the widely diverse rural areas of the state.

Training System

Two types of pre- and in-service training were provided for teachers and administrators. Statewide in-service training activities were initiated by the state department ABE staff, and local in-service activities, by local ABE programs.

The statewide in-service activities were organized through a series of meetings initiated by state department staff and ABE coordinators from the three regions of the state. Discussions of the needs and interests of teachers and administrators provided the basis for content, program development and implementation of in-service training for each of the three regions. Final planning for the statewide in-service training activities was done by state department staff along with university representatives from the University of Tennessee, Tennessee State University and Memphis State University as well as local coordinators from throughout the state. There were some 10 centers over the state where the various statewide in-service training activities were held.

The local in-service activities were initiated at the local level by supervisors and directors. Once these people had determined their in-service needs and interests, they requested SDE and university personnel to assist them by locating consultants and resources for planning and implementing usually one-day in-service programs.

Evaluation for both the statewide and local in-service activities usually was through questionnaires filled out at the conclusion of the activity by the participants. SDE, university and local personnel who formed the planning team for these activities followed up with a discussion of the responses to the questionnaires and their own reactions to how well objectives were met and to the overall value and worth of the in-service training activity.

Chapter II

HIGHER EDUCATIONAL INSTITUTIONS AND PROGRAM GROWTH

During the first project year the higher educational emphases were on developing dialogues within the states and across the region as well as on providing much needed training through on- and off-campus courses and a variety of pre- and in-service programs. The second year of the project saw a more internal emphasis at both the state and the institutional levels. The states, as seen in the previous chapter, emphasized the preparation of plans for staff development. The colleges and universities, as will be seen, concentrated on building internal programs, personal contacts and visibility for ABE instructors on campus and throughout the state.

During the project's first year, most ABE faculty members had to spend a great deal of time off campus. These days spent in the field limited important contacts with colleagues in their own departments and throughout the university, especially among the new professors. Because of adult education's traditional marginality in higher education, faculty members felt the need to try to reduce that marginality somewhat by developing and strengthening their positions and contacts on campus. This internal building process did not, however, curtail the number of on- and off-campus courses, but it did mean that time away from campus was spent as efficiently as possible.

As a result, the level of faculty participation in statewide planning meetings and in-service training sessions either

remained the same as the previous year or increased slightly. This also was an indication that both faculty members and SDE and local ABE program personnel were making more precise use of higher education resources and, importantly, were willing to use SDE staff and local ABE teachers and administrators in a training capacity.

There were three general accomplishments which underline the growth which took place the second project year in relation to the colleges and universities.

1. Graduate programs have been strengthened at the 22 participating higher educational institutions in the eight states. Of the 22 institutions, 10 now offer degree granting courses, an increase of three over the first year. All but six of these institutions expect approval of another degree between the spring of 1971 and 1973. In addition 11 institutions report that adult education courses can be used as electives toward a graduate degree. Faculty at the participating institutions report that their colleagues and the university administration have a greater understanding of the role adult education can play and the importance of this area of education as a field of study. (This is a subjective reaction to a climate faculty feel is developing within their institutions. Particularly among deans and academic vice presidents, there appears to be a growing awareness of the off-campus visibility which adult education faculty give to the institution.)

2. Although the eight traditionally black colleges and universities are integrated into the whole of the project, some comment should be made about their unique role and the strides that have been made in their participation. There is no doubt that faculty members from these institutions bring a unique sensitivity to the needs of poor adult learners. This sensitivity has been recognized through their continuous involvement in the planning of training on a statewide level and their utilization in numerous training activities sponsored by state departments of education and other higher educational institutions. Black institutional commitment to continued adult education work is demonstrated by the fact that two of the eight institutions now have approved master's degrees in the field and that an additional three are considering the development of master's programs.

There is another development at these black colleges and universities with as yet unexamined potential. Two institutions have succeeded in making an introductory course in adult education a requirement for undergraduate teacher education majors. Since so many of their graduates eventually teach adult basic education classes, this introduction is a base point on which future training can be built.

3. During the first year of the project, there was some difficulty in establishing the continuing consultant function of university personnel. A unique feature of this whole

project is the mechanism for continuous course improvement through the regular visits by adult education faculty members to local programs. Certainly, their presence is an asset to problem solving at the local level, but more than that, regular contact with the problems of the practicing teachers and administrators enables the traditionally cloistered faculty member to review the credibility of his activities and be able to constantly update his courses. The number of visits to local programs has increased this year. In addition, the faculty members, in cooperation with SDE and local program personnel, now begin to address the problem of how to visit and observe local programs more effectively so that information can be more easily obtained. There also has been a greater faculty and administration awareness of the role that this off-campus contact plays in the relevance of the adult education courses and a greater willingness to approve these visits. The support for faculty activity off campus was not wholehearted, by any means, but there were significant breakthroughs in understanding at institutions across the region. Institution funds now supplied for off-campus work and time now allowed for visits are two indications of understanding and support for this unique project activity.

At the most pragmatic level, faculty recognition of the values derived from visibility provided by off-campus visits

and increased enrollments in graduate courses have stimulated interest in the project. There also was a realization that traditional adult education courses, aimed primarily at administrators, would be irrelevant and sometimes frustrating to ABE teachers. Only through regular contact with the ABE class, teacher and student can the faculty member isolate those topics and concerns which should be part of the college curriculum.

Review of State Progress

The following review of progress made in each of the eight participating states will indicate that there has been consistent institutional growth and a definite contribution to staff training and development. Individual variations provide some hope that the large number of higher education programs launched or strengthened will be complementary rather than competitive, both within the states and across the region.

Alabama

Auburn University added a doctorate, and Alabama State University established a master's degree in adult education with a heavy emphasis on training teachers to work in adult basic education. Alabama State University also adopted a required undergraduate course in adult education for elementary school teachers, with the view that most of these teachers,

the majority of whom remain in Alabama, at some point will work with adult basic education. Through each of these institutions, graduate credit was made available for off-campus classes conducted in the major populations areas of the state: Birmingham, Huntsville, Mobile, Decatur and Montgomery. In addition to the adult education faculty members, other instructors in such fields as sociology, reading, and vocational education were involved in the training programs. Their participation was a tangible indication of broadened ties by the adult education faculty to other staff at their institutions.

Florida

Three universities, two of them in major population areas, expanded the number of training resources available to ABE personnel in this large state. Florida A&M served the largely rural needs of North Florida; the University of South Florida at Tampa and Florida Atlantic University at Boca Raton had programs which served the populations of west central and south Florida counties. This arrangement was consistent with the higher educational service areas assigned by the regents of that state. There is a master's program at the University of South Florida, and adult basic education courses were added to it. A master's program was initiated at Florida A&M University, and a selection of graduate courses was introduced

at Florida Atlantic University. In the two major population areas served (Broward and Hillsborough counties) university activity was closely coordinated with those local staff development persons who were supported by project funds. The distribution of responsibility among institutions meant there were graduate course offerings close to the large population areas and adult education programs in the state.

Georgia

A new master's program was approved at Georgia Southern College, and graduate courses sufficient for a minor or for "add on" certification, at West Georgia College; a master's program was in the planning stages at Albany State College. There is also an arrangement between the participating colleges and the University of Georgia which allows a person to receive graduate credit for certain courses taken at the colleges merely by paying tuition to the University of Georgia.

The quadrant relationship established over a year ago (and described in the preceeding chapter) continued to function effectively and enabled the SDE consultant for each section of the state to work very closely with higher education personnel through on- and off-campus visits and continuing consultant visits to local programs. This relationship has proven valuable in Georgia for three reasons:

1. the presence of an SDE consultant makes entry of faculty members into local programs easier;
2. consultant contacts with all ABE programs in the quadrant provide information on training needs required by faculty members; and
3. the continuing dialogue between consultant and faculty is a further method of checking on the relevance of higher educational course offerings.

Kentucky

Although this state began activity only this year, there were graduate courses at two of the three institutions participating in the project. Morehead State University served the eastern or Appalachian area and established a master's program with more than 20 graduate students; Western Kentucky State University at Bowling Green served the western area with graduate courses available on and off campus. Kentucky State College at Frankfort--serving the central area of the state--conducted a training needs survey, assisted in the preparation of the staff development plan for the state and supplied faculty consultants for a series of eight area in-service meetings which have reached every ABE staff member in the state.

Increased visibility of faculty members was a significant accomplishment during this first year of Kentucky's participation.

This was especially true at Kentucky State College which was beginning adult education activity for the first time. Visits to classes and meetings with supervisors helped the faculty member see the types of problems that training and staff development might solve.

Mississippi

A graduate minor was approved at two institutions, Mississippi State University and Jackson State College. In addition to providing general adult education courses, each of the institutions participating in the project accepted geographical and training area responsibilities. Jackson State College served the central part of the state and specialized in training new ABE personnel statewide; Mississippi State University served the northeast section of the state and developed the teacher trainer teams; and the University of Southern Mississippi at Hattiesburg served the southern part of the state and trained teachers of reading to adults for the state.

All three of the institutions worked closely with the state department of education and made their staffs and graduate students available throughout the state at courses and at off-campus seminars and workshops. This close relationship, as in the Georgia situation, provides a vehicle for

the entry of faculty members into local programs. Through it, some valuable field research and evaluation of local ABE programs were conducted.

North Carolina

In addition to the already established doctorate program at North Carolina State University at Raleigh, the project facilitated the initiation of programs at two specially selected institutions--Appalachian State University in the western mountains and Elizabeth City State University on the northeast coastal plains.

Staff members at Appalachian State held on-campus courses for community college faculty in the area. The development of these courses was aided by a teacher-administrator needs survey conducted by a community college faculty member. This survey also provided the necessary information for two off-campus courses conducted by the university. The activities of this project went on in cooperation with the activities of the Appalachian Adult Basic Education Project at Morehead State University.

The program in the northeast quarter of the state was carried on with the cooperation of the Governor's Planning Commission, giving it a strengthened role. The development of courses and movement toward a master's degree program at Elizabeth City has been carried on simultaneously with a very

extensive survey of community college needs. Regular visits by a faculty member to the community colleges and her willingness to gather information for this survey produced two June courses with high enrollments and topics of immediate relevance to ABE staff.

South Carolina

A master's program was approved at the University of South Carolina and graduate credit courses are offered through South Carolina State College. The off-campus courses were held in various parts of the state so that all teachers could take courses for two quarters during the academic year. Both institutions worked closely with the state department of education and local programs, providing training and support for the teams of teacher trainers who were the staff at local in-service programs. The availability of courses and in-service training programs throughout the state made it possible for every ABE teacher to have a combination of graduate courses and in-service education during the year. Problems raised in the teacher training situation were analyzed by staff from both institutions.

Tennessee

Three master's degree programs began operation--at Memphis State University, at Tennessee State University at

Nashville, and at the University of Tennessee at Knoxville. As in many other states, courses for these degrees were conducted both off campus and on campus. Because of Tennessee's great length, responsibilities were divided among the areas of the state, Memphis State University in the greater Memphis area, Tennessee State University in Nashville, and the University of Tennessee in Knoxville and Chattanooga. In addition, faculty from these primary institutions served statewide audiences for specialized teacher training activities and were members of the state planning team which coordinated training of all types in the state under the direction of the state director of adult education. Subject area specializations have been tentatively identified: the teaching of reading and individualized instruction at the University of Tennessee; material development at Tennessee State University; and training of supervisory personnel at Memphis State University.

Chapter III

REGIONAL ACTIVITIES

Because this second year emphasized refinement of the training systems, there were a limited number of regional activities. A summary of those limited efforts, however, shows how they supported and extended the states' programs.

Project staff were called upon to assist with the development of state plans, graduate courses and programs and in-service training activities. Their presence throughout the region enabled them to suggest that practices successful in one setting be tried in others.

Technical services responded to two clear regional needs. In February, 1971, higher education, state department and selected local program representatives met in Atlanta to discuss the mechanism for planning short and long in-service training experiences. They developed the ground rules for planning and a number of designs for in-service training which could be applied in any training situation across the region. This meeting was an experience in cooperative planning, with individuals from different professional backgrounds working well together. An expert consultant, Professor Malcolm Knowles of Boston University, guided and directed the group in an examination of adult learning principles as they related to planning and conducting training. Participants then relayed the proceedings of this meeting and information on planning techniques to others in the region.

In late June, faculty, graduate students and state department of education representatives convened in Atlanta to discuss adult education graduate program development. Six general topics were developed and six work groups examined them with the guidance of consultants--professors Paul Sheats of UCLA and Alan Knox of Teachers College, Columbia University. The topics centered around:

--the balance among research, on-campus and off-campus activity;

--the most relevant means of continued professional growth;

--the type of training applicable to teachers and administrators in adult education and adult basic education;

--techniques for strengthening graduate programs; and

--methods for disseminating research findings to the populations which could use them--faculty and local personnel.

Reactions to these topics illuminated several trends which are to be examined more fully in the coming year:

1. The strength of the growing graduate programs lies off campus in serving teachers primarily in their immediate locale.
2. Graduate program growth is tied to establishing courses relevant to teacher needs, as opposed to serving only administrators.

3. The adult education faculty member's role is different from that of other faculty members. In most cases he does not have ABE classroom experience and therefore cannot serve as the source of all knowledge concerning specific classroom practice; instead he serves as a facilitator or broker, promoting the exchange of information and resources.

4. SREB project staff and the communication network established during the first two years deserve extended use in the dissemination of research findings and the definition of faculty development efforts.

The state directors of adult education in each of the participating states met on a regular basis with the SREB project staff and continued to serve as an advisory and planning group for the project. Their continuous involvement meant that individual state considerations were fitted into all project plans more accurately and that there was a greater exchange of information and personnel across state lines. Meetings held throughout the year combined project concerns with examination of general ABE programs; the regional program officer from the U. S. Office of Education (USOE) was present throughout and helped relate project efforts to other ABE concerns.

The regional seminar program also benefited from the increased leadership role taken by the state directors of adult education. As chapter two emphasized, the preparation of state plans for professional staff development was a major activity this past year. Meetings of the state directors outlined the necessary contents of the plans.

In January, 1971, SDE personnel responsible for the staff development plans met in Atlanta to prepare outlines for these documents and to discuss the completion procedure. Although the outlines were tentative, these SDE personnel returned to their states and held state meetings which prepared the final plans. The regional seminar in May, 1971, at Stone Mountain outside Atlanta reemphasized state meetings and a further examination of each plan and relevant features of others. State directors chaired numerous meetings of their planning committees, which reviewed and extended most plans.

One major strength of this seminar program has been continuity in consultant personnel, although roles changed as the participants matured and became more responsible. Four people with complementary skills have worked together since the program's inception--Professor Paul Sheats of UCLA, chief consultant and advisor to higher education personnel; Robert Luke of the adult education division of the National Education Association (NEA), advisor to SDE staff; James Dorland,

executive secretary of NAPCAE and Ed Easley of Communication Education Services, advisors to participating local teachers and supervisors. At the first two regional seminars (November, 1969 and February, 1970), these men set the discussion topics and guided group efforts, concentrating on sharing information across state lines. During the third seminar, their guidance continued, with additional emphasis on formation of state planning committees, the groups largely responsible for completing plans. Consultant aid at the fourth seminar was confined to advising and assisting state planning groups. Their primary developmental task was to suggest methods for regionalizing staff training programs, as yet an incomplete phase of project efforts.

Evaluation

Evaluation also reflected the increased emphasis on state operations. The evaluation program has increasingly centered on participants' assessing their own progress and determining the qualitative as well as quantitative strengths and weaknesses of the training efforts. This process demonstrated to personnel from state departments of education, participating colleges and universities and local ABE programs that evaluation was not a threat, but rather, a means of aiding professional growth.

The first year evaluation was educative, underlining the six project programs. It was conducted by a panel of

professional educators, active in adult education and other disciplines. None of the members of the panel was in any way affiliated with the project or with SREB. Their evaluation was based on personal interviews with project participants, state department of education directors and staff and coordinators and staff at participating colleges and universities.

The first year evaluation emphasized the quantity of activities undertaken. While some attempt was made to assess the organizational and personal relationships which had developed, the interview pattern did not allow for a complete assessment of those aspects of the project. These qualitative assessments were made initially by the regional staff through their own contact with the participants and through subjective judgments about progress during the first year.

During the second year much of the responsibility for evaluation was shifted to the state departments of education, the participating colleges and universities and selected local programs. A set of forms was devised to enable each group to indicate the number and content of in-service activities and the general directions taken within the larger teacher training institutes. The responses were reviewed and interpreted by a smaller evaluation panel, most of whom were also on the first year panel. Two types of analyses were made:

1. analysis of responses from professional groups, state directors and randomly selected SDE staff

members, all participating faculty members and graduate students and randomly selected local ABE coordinators and teachers from the eight states, and

2. analysis of responses from all groups within a state.

These two analyses were reviewed by the chairman of the panel and submitted as part of his report. (See Appendix.)

Advisory Committee

An advisory committee with representatives from business, education and government* was formed during this past year to provide SREB and the project guidance in adult basic education. The group met in early January, 1971 and at that first Atlanta meeting reviewed project operations and strategies for accomplishing its established goals.

One of the major topics which was discussed was the feeling that the case for ABE needs to be demonstrated more effectively. There is an obvious lack of information about needs at the local level in terms of how many potential students there are, how many enter programs, what and how they are taught, how many complete the program and the benefits received as a result of this completion. The need for qualitative information is just as important as numerical facts if the project is to assist more effectively in reaching the ABE

*The list of members is found in the Appendix.

target population. The committee recommended that research on the qualitative aspects of ABE programs be undertaken, that successful model programs be identified or developed and described and that there be a regional conference of high state officials to interpret the need for further development of adult basic education.

The need for more blacks in leadership positions in ABE programs was also emphasized, especially since such a large percentage of the target population is black. It was suggested that a linkage be developed between ABE training programs and the programs to retrain black teachers and administrators displaced due to public school desegration. Through a joint effort perhaps some of these experienced persons could be encouraged to move into the field of adult education. Undergraduate courses in adult education also were seen as a means of encouraging prospective teachers to enter the field. The committee agreed it was necessary to appeal to the "power structure" for visible black ABE leadership and raised the question of whether it would be appropriate to develop goals and timetables for including blacks in specific leadership positions.

Some means must be developed to determine the possible population of local ABE programs before the market for teachers will be known. The means for operating programs and employing

teachers also must be determined before the quantity of graduate training programs can be projected. The committee suggested that SREB consider providing publicity and reports on successful pilot programs to all 14 compact states, since the problems were similar across the entire region served by the Board. The committee also suggested that, if possible, the basic data collection include all 14 states.

Chapter IV

FUTURE DIRECTIONS: NEXT YEAR AND TO COME

Overview

Any examination of what remains to be done must occur on two levels: what can realistically be accomplished in one more year of federally sponsored activity, in cooperation with efforts by the participating states and institutions and what would be logical for each of the eight states and the southeastern region to do collectively. As the preceding chapters have emphasized, there is considerable confidence in the state plans for professional staff development, the growing institutionalization of graduate programs, and the communication links which have been established between those concerned with teacher training and staff development.

The remaining concerns are:

1. developing greater regional cooperation, so that each state, local program, and higher educational institution can learn from and share the strengths and experiences of all others, and
2. building enough flexibility within the programs so that they can respond to teaching needs of all professional staff.

Now that there appears to be more open communication between state department of education, higher education, and local ABE program personnel, it would be wise to examine some of the attitudes and conditions which impede program development.

This chapter will examine what should be done as general tasks for the project and, to a very large extent, for adult education in the region. Some consideration will also be given to what the region could do collectively after project funding ceases.

What Should Be Done?

Based on the first two years of experience, there are eight specific areas of activity which should be examined further. Concentration on each will insure the necessary continued growth of programs and training excellence in the Southeast.

1. Although state department of education personnel have become more expert through their continued staff development, they have all expressed a need for more definite self-improvement programs, either the informal seminar-type or formalized university level courses. This training would enable SDE staff to perform their supervisory functions more completely and equip them to be a powerful training resource in the many local programs in their states. Through regular program visits, their role could become one of linking supervision to the necessary content of pre- and in-service training for teachers and administrators.

2. There has been no doubt that information exchange at the periodic state and regional meetings has been valuable to

SDE and local program personnel. This exchange should be regularized and used more actively, so that it can take place on both a regional and sub-regional level through the visits of SDE personnel to local programs or through specialized training activities. Broadening of contacts and information sources can definitely improve the quality of staff effort in the participating states.

3. There have been beginnings of systems which enable local ABE personnel to conduct their own in-service training. These systems and the personnel required to maintain them need more development and support. Within most state plans, there has been a partial definition of the role that local personnel are to play in the conduct of in-service training, but there remains a tendency to rely on higher educational personnel and SDE staff to conduct training.

Flexible definitions of the local role should be prepared by the same statewide planning committee that completed the professional development plans. The definitions may vary from program to program, depending upon the number and quality of the personnel available. Until that definition is made, the local in-service training system, one which could thrive and be exceedingly responsive to local needs, remains in an undeveloped state.

4. The many statewide in-service training experiences, one day workshops, on- and off-campus courses and summer

institutes have broadened the perspective of local ABE personnel. They now know many other teachers and supervisors throughout their state and, in some instances, have met individuals from other parts of the region. The next step should be to identify personnel from similar ABE programs in different states; arrangements could possibly be made for intervisitation so that exchanges on information and technique could be made.

5. Graduate programs have been established or expanded at 22 participating colleges and universities. There is optimism about the staying power of at least 85 percent of those programs and some assurance that many will have approved master's and sixth-year certificates within the next two years. The great pressure on faculty at these institutions to provide on- and off-campus courses and much other training limited the time they could spend on examining overall directions and the extent to which there might be competition rather than cooperation among institutions within the states and across the region. As chapter two pointed out, many faculty members have spent the second year in establishing closer ties with their own institutions. Also, as is reflected in the comments of the advisory committee, there is an additional need for examining the size and nature of the population these programs must serve now and should serve in the future. Some of that examination began with the faculty seminar in June of

this year and will undoubtedly be continued on the individual campuses within the states and, hopefully, at regional meetings.

6. The most critical part of the graduate program examination is related to how well the programs serve the large number of part-time elementary and secondary teachers working in adult basic education. Graduate courses in this field have traditionally served administrators from junior colleges, the public schools and other service organizations. The course titles, which may not reflect the exact course content, are remarkably similar and have been shown to possess limited appeal to the actual teachers. While the willingness of faculty to teach off campus, indeed hundreds of miles away from home each week, has been impressive and admirable, there is some doubt as to whether the courses provide the specific information these part-time personnel need to do their job with the under educated adult. The problem may center on whether the theoretical information on general adult learning and teaching techniques can be translated to the working classroom level or whether adult education faculty members should well consider a new role for themselves--that of broker or facilitator of learning through the use of many outside resources within the graduate course. Also subject to consideration is whether the materials included and the techniques involved are bringing about the

necessary changes in attitude to prepare part-time personnel, whose principal orientation is to youth, to work with older learners.

7. The question raised by the advisory committee on black leadership in adult and adult basic education remains unanswered. There is no doubt that the eight traditionally black colleges and universities participating in the project have made definite contributions which are recognized throughout the region. Graduate programs are being planned at many of these institutions, and funds are being allocated to prepare individuals for full-time positions in adult education. There is great doubt as to whether there will be positions available for black graduates as coordinators, supervisors, and state department of education officials.

8. Although this has been a regional project and there has been much sharing of information through frequent contact, the mechanism for continued and increased sharing does not yet exist. Many hope to maintain the cooperative relationship which brought the project into being and helped it to achieve its successes. Thought should be given to the definition of more lasting methods for cooperation.

What Will Be Done?

Despite a substantial cut in federal funds, the project will increase the level of activity in the third year within

the states and across the region. The completed state plans will provide the guidelines for a variety of staff development experiences: on- and off-campus courses, statewide in-service training sessions and areawide or local in-service seminars and workshops. Commitment to increasing excellence in this area is evidenced by the number of statewide planning committee meetings scheduled within all eight states during the year. Based on existing experience, the plans will be examined and revised as needed by the committee, under the guidance of the state director.

Regional efforts will be geared toward building the interstate cooperation that lends strength to some of the institutionalized programs within each state. These activities, which come under the direction of the SREB project staff, will include:

1. assisting state departments of education and planning committees in the examination and revision of professional development plans and higher educational institutions in the examination of graduate courses and programs;
2. conducting meetings for senior university officials from the 22 participating colleges and universities to provide them with information on the direction of graduate programs (how to strengthen them, and

possible sources of continued support for adult education graduate efforts within each state);

3. providing specialized training for SDE and higher education personnel in conjunction with regional seminar activities designed to take a final look at the state plans; and
4. working with the planning committee of state directors to discuss overall project directions and to stimulate examination of further cooperative efforts.

The third year evaluation will have a special role to play. It must assess the effectiveness and capability of each teacher training resource established or enhanced by project activity and funds. These resources include the graduate programs and staff at each participating college and university, the local ABE personnel who influence or provide in-service training relevant to their needs, and staff of the state departments of education who provide for their own personal development and provide leadership to coordinate statewide training programs.

Project evaluation during the third year will be done as in the first two years, through the services of an independent panel of educators selected for their evaluation skill. For the third year, the intent is to examine the total growth over

the three years of regional activity--in each program, in each state, and across the region. An additional task will be to examine and appraise the validity of the regional approach to ABE professional staff development. The evaluation will be conducted in two parts.

I. Collection of Quantitative Information

The SREB project staff will collect and tabulate information on a continuing basis throughout the year. Two questionnaires have been prepared to obtain data on the content of and participants in college and university courses and in in-service training workshops conducted under state department of education or higher educational sponsorship. Another questionnaire has been prepared to collect and tabulate field visits by higher educational personnel as consultants to local ABE programs, identifying the type of consultant service provided, the problem or topic under scrutiny, the follow-up action or activity and the influence or effect on higher education courses. Summaries of these quantitative results will be kept for each institution, state and professional group in the region. They will provide the basis for developing instruments and identifying participants for part two.

II. Field Assessment

An independent panel of educators from throughout the Southeast, under the direction of Dr. James Kenney of the

University of Georgia, will have primary responsibility for this evaluation. The panel will work closely with state departments of education, higher educational institutions, and local ABE coordinators and teachers. One phase of the evaluation will be to assess the impact of SREB staff development activities on the quality of ABE instruction and supervision in this region.

The following types of questions will be examined:

1. the relationship of local in-service training to ABE teacher classroom performance,
2. the relevance of seminar and workshop presentations to ABE teacher and supervisor needs, and
3. the effect of teacher training institutes on the quality of ABE staff performance.

What Could Be Done?

Staff development within this region should include regular training experiences for personnel from the three groups who have participated in the project over the last two years. Each has benefited from the collaborative associations within their states and the opportunities to meet other professional groups across the region. Because the initial steps of meeting and establishing communication have been accomplished, successive sessions could concentrate on particular problems each state has and how the cooperative ties that

exist among the states could be used as bases for problem solution.

There also could be some growth limitations, based on the concept of regional cooperation and the intra- and interstate sharing of resources. For example, one institution might become the leader in a certain phase of adult education in a particular state and a regional resource for all the states. This limitation could include selecting one or two institutions to conduct doctoral programs and limiting the others to master's or six-year certificate programs. It could also mean establishing service areas for institutions and determining if there need to be others involved in adult education staff development.

Finally, there could be some definition of how the resources for staff development, which are now so abundant in the Southeast, can continue to be moved across state lines and among institutions for the benefit of all within the profession in the Southeast. Some established means of information exchange on excellent practices and valuable personnel and material resources should be available to the region that has moved so far in establishing the cooperative system for training.

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Second Year Evaluation of the Southern Regional Education Board's Adult Basic Education Staff Development Project in the Southeastern Region States of:

Alabama

Florida

Georgia

Kentucky

Mississippi

North Carolina

South Carolina

Tennessee

June, 1971

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When the Adult Basic Education (ABE) Staff Development Project was started two years ago under the auspices of the Southern Regional Education Board (SREB), the framework of the project was formulated on four basic goals. The first of these was to establish more degree programs in adult education (AE) in the colleges and universities of the region.

At the onset of the project, it was estimated that in the southeastern region (excluding Kentucky and North Carolina, which joined the project after its inception), 3,678,849 adults over 18 years of age had less than an eighth grade education. The number of qualified ABE teachers and personnel available to educate these persons was totally inadequate. Consequently, the ABE project's first goal was to provide more degree programs in the field and to strengthen those programs already in existence in order to attract and train more personnel to deal with this problem.

It was recognized by the ABE project staff and their advisors that to improve the programs in the institutions of higher education it was first necessary to convince administrators of the value of AE as a formal academic discipline. Thus, the second goal of the project was to improve the "image" of AE and, in this way, to gain financial support for AE degree programs from the institutions. Project staff also hoped the increased emphasis on AE in the colleges and universities would cause more faculty to become involved in local ABE programs.

A third major need recognized by ABE personnel in the separate states was for more direct communication with their counterparts throughout the region. At the beginning of the project, there was a pronounced feeling of isolation on the part of those working in ABE. One of the major thrusts of the second project year has been to foster growth of interpersonal relationships between ABE personnel of the several states by bringing them together for a common purpose.

Involving personnel from all levels of ABE/AE in the planning of in-service training programs at both state and local levels was the fourth major concern considered by the project staff. Many program participants (teachers, students, and regularly employed ABE personnel) felt they had little to say about program content. The net result of this lack of involvement at the beginning of the project (and still evident to some extent) was a feeling of frustration, particularly on the part of the local ABE teachers. For, while they were really closer to the day-to-day problems of educating adults, their knowledge and expertise was seldom, if ever, requested in the designing of in-service training projects in which they were required to participate.

The project's four major objectives having been defined, participants in the regional ABE project have worked toward improving ABE/AE programs throughout the region. Much was

accomplished during the first year. The following narrative reflects the findings of a panel of evaluators on the accomplishments of the second project year in terms of the goals set for the project.

Five professional educators comprised the panel for the evaluation at the end of the second year of the project. Four of the panel members work daily in the area of adult education, while the fifth member has credentials in research design and administration. This evaluation report was prepared by persons having no obligation of any type to SREB and may be considered as an evaluation conducted independent of the funded agency.

The procedures below were followed in collecting data for the evaluation:

1. Five groups comprising the regional ABE staff were identified. These are: state department of education personnel, higher education faculty members, graduate students, local ABE directors, and ABE teachers.
2. Questionnaires designed to elicit responses from each group were developed and sent to all state department of education personnel and faculty members and to a random sample of the remaining groups.
3. Data obtained from questionnaires were supplemented by personal contact with ABE personnel in each state. Past reports and data from files of SREB's ABE staff

were also considered and integrated into the report.

The intent of the report is not to reiterate findings presented in the separate state and individual questionnaire analyses, but to attempt to profile all professional groups with respect to their achievements and perceived insufficiencies.

Profile--State Departments of Education

Eight state coordinators and 15 state department of education (SDE) staff members were mailed copies of the questionnaire. All of the state coordinators and 80 percent of their staffs responded to the questionnaire.

Frequent contact with local ABE directors either through personal visits or in-service meetings probably best characterizes the activity of all personnel of the state departments of education. Although SDE assistance is readily available to the local directors of all states, there are two distinctly different methods employed in the various states in assigning SDE staff to work with the directors. Only two states, Florida and Mississippi, use task-specialization as their basic method for assignment. SDE staff of the other states are given responsibility for a specific geographic area rather than for a specific technical service.

Considering the current state of development of the ABE/AE programs in the Southeast, coupled with the size (geographic

miles) of four of the states, this geographic staffing arrangement would be expected. It would appear that until more professionally trained SDE personnel are available, staffing by population centers and state quadrants is a viable way to reach all segments of the population.

In those states where geography is the determinant for staff assignment, 30 persons are assigned with about an equal number in each of the eight states. Of the 22 persons assigned on the basis of task-specialization, 14 are in Florida, which for some 15 years has maintained and developed an ABE/AE program.*

By far, the majority of SDE personnel in the region lists training and development as their major activities. In fact, one state lists these as their only activities. Consequently, SDE staff see their major accomplishment as development and implementation of pre-service and in-service workshops.

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*Possibly the unique arrangement in the state of Florida should be explained further. The SDE employs, in addition to the Director, 14 other professionals who provide various technical services to resident coordinators in each of five districts. These 14 professionals operate from the SDE home offices, an arrangement which has tended to centralize greatly the ABE effort, sometimes to detraction from statewide goals. This detraction is furthered to some extent by the fact that state money is appropriated directly to local programs with the result that there may be a communications gap between local program directors and SDE staff in implementing the state objectives. However, despite the apparent problems, Florida's program seems to be the most comprehensive in the Southeastern region.

Another important function of the state departments of education during this project year was organizing and coordinating statewide planning groups to implement state plans for ABE. The state departments give considerable credit to SREB's ABE project for formalization of written state plans for training during the last project year, and it now appears that seven of the eight states are engaged in carrying out those plans.

During fiscal year 1970-1971, there were seven functional statewide planning groups, compared with four for the preceding year. The only state without a planning group is Kentucky, which was not a project participant during 1969-1970. In the other seven states, all levels of ABE/AE were represented at each of the 33 planning group meetings held, which speaks well for the leadership exercised by the SDE state coordinators. The ABE project is frequently mentioned in the questionnaires as having contributed to making possible more planning meetings this year than were held in past years.

The planning groups as a whole feel that their major accomplishment was the development of more comprehensive teacher-training programs for their states.

There appears to be a high level of cooperation between SDE staff, planning groups, institutions of higher education, and SREB staff. This statement is derived from responses indicating that whenever help is requested, any or all of the

organizations have responded well. The SDE staff members indicate approval of the quality of SREB's cooperation and leadership. Three states report that the ABE project has been largely responsible for strengthening AE classes throughout the state.

Another outgrowth of the SREB's involvement with state departments of education has been to provide them with a focal point (SREB) for planning interstate activities, such as workshops, meetings, and short training sessions. Prior to the ABE project, this interaction was virtually nonexistent.

There is becoming more apparent a shift in attitude on the part of SDE personnel and staff of institutions of higher education from distrust to mutual trust. This is apparent in the responses which indicate more cooperation between the two groups in their dealings.

It is the belief of the evaluators that much of this increase in trust can be attributed to the dollar support both SDE and institutions of higher education derive from SREB's ABE project. They saw at the onset that it would be to their economic advantage to cooperate; now they have passed that point and apparently realize that there are many other advantages to such cooperative ventures.

Profile--Adult Education Faculty and Students at Institutions of Higher Education

All available evidence from data obtained at the beginning of SREB's involvement in the regional ABE/AE picture

two years ago points to three central concerns on the part of professional ABE staff in higher education: too few students who were training to become professionals; a dearth of trained, degree-holding staff; and lack of interest and support for the program by their college or university.

Five state reports note the fact that "it is now possible to receive a degree . . . , the number of course offerings has been expanded . . . , we now recruit students into a program . . . ." To quantify these statements was most difficult in that many respondents reported activity rather than changes in number or percent. The reporter was, however, able to determine that the number of AE courses offered in 1970-71 increased to 130 from 90 offered in 1969-70. One institution reported an increase from four to 16 courses. In addition, projections for 1971-72 indicate that as many as 174 courses will be offered. Representatives of two colleges indicate that they believe SREB's ABE staff was very influential in gaining approval for these new course offerings.

One of the greatest benefits to accrue to adult education faculty from SREB's involvement is that the college or university administration is constantly made aware of the importance of the program through SREB's project staff visits and conferences. As a result, the majority of professional ABE/AE faculty at institutions of higher education perceive the administration

as now receptive to offering degree-granting programs in AE. In addition, representatives of 19 of the 11 institutions feel that their colleagues are more accepting of AE as a formal academic discipline. This was not the case in 1969.

At the beginning of the ABE project, only eight institutions offered a degree in AE. Now, 16 of the 22 participating schools plan to approve degrees, other than those already offered, between the spring of 1971 and 1973. Of the institutions not yet offering degree programs in AE, eight allow AE courses to be applied toward a minor, and all allow the courses to apply towards an existing degree. Because of the influence the ABE project staff has had in encouraging these programs, it is strongly recommended that, whenever possible, such informal visits be initiated by project staff members.

Another major supporting role played by SREB's ABE project in upgrading the AE programs at colleges and universities is reported to be the funding or partial funding of a limited number of assistantships. This factor is mentioned by representatives of six of the eight states. The response of both graduate and undergraduate students to these programs and to the regional ABE project has been good, and the availability of these assistantships seems to be a major factor in their positive perception. One student comments, "Now they are not just talking about supporting it (the ABE program), they are doing it."

The reporters do feel that those graduate students receiving financial support from the project should be encouraged to research and publish more in the field of adult education than they are doing at the moment.

Students in all levels of the program have, apparently, participated to some degree in planning sessions, workshops, and regional programs. The summary of student responses to the "Graduate Student Questionnaire" indicates that they are satisfied with their programs of study but would like to be more involved in planning. Particularly, they desire more contact with existing ABE work in the local community as a part of their programs of study.

One comment which appeared in at least two places in the reports was the observation that graduate students had very little contact with SREB staff and, when they did, it was a "speak when spoken to" relationship.

In summation, the quality of assistance provided to institutions of higher education by the ABE project staff was favorably regarded. The large majority of participating institutions also reported significant gains in number of students enrolled, number of courses offered, and acceptance of the program by the administration.

Profile--Local ABE Directors

Full-time, professionally trained local directors of AE programs in the Southeastern region are at a premium. Historically,

this can be accounted for by economic factors. The money to attract and hold qualified persons has simply not been available to AE programs. At this juncture, money is apparently available to attract qualified persons from outside the region, but the holding power is still weak.

This situation could lead to a serious problem. The region is attempting to train its own personnel, but to do this, qualified persons from outside the region must be retained for several years to teach the courses, conduct the training, etc. If trained personnel migrate to other regions better able to meet their salary requirements, the gains accomplished could quickly be lost.

If there is a single area in this report which deserves more scrutiny than others, the problem area following is considered by the writers to be most critical. The few full-time local ABE directors appear to spend the vast majority of their time on administrative details. They are also reported as spending a significant amount of time in setting up in-service training programs for their teachers. The latter function, while certainly a part of their job, appears to occupy a disproportionate amount of their time. Such activities as ordering supplies and equipment, accounting for funds and the like are quite frequently mentioned as activities. The concern of the evaluators is that, in essense, the most well-trained person

available to teach in-service workshops, instruct new ABE personnel, and plan programs for clients in his district appears to be doing the least of these activities. He also spends at least twice as much time attending various work-related meetings as do part-time directors or teaching staff. Possibly, the assignment of part of his administrative duties to a less well-trained individual would be money well spent in the program.

Since the ABE project is involved in (and, to some degree, responsible for) the training function performed by local directors, it is urged that the project staff of SREB look closely at the activities of the local directors and make every effort to assist them in writing and implementing plans for their training programs.

There appears to be some confusion, based on responses to the questionnaire, about who is responsible for in-service training. About a third of the directors feel that they have major responsibility for in-service training, while the remainder feel that this responsibility rests elsewhere--mostly with the state departments of education. Approximately a third of the local staffs think that teachers plan the in-service training, while others claim it is planned by either the SDE or the local director. This situation should be clarified by clearly stated written responsibilities for each operating level of the project.

While written state plans appear to be in existence, there are relatively few local written plans of operation. (Those that do exist appear to be somewhat inconsistent with the state plan.) For instance, the local directors were asked on the questionnaire about plans for training during the coming year and were instructed to leave the item blank if plans were not yet formulated. A majority of the directors left the item blank, indicating to the evaluators that little work has been done in this area to date.

Local directors respond favorably to the support they receive from both their state departments of education and from the ABE project staff. While they indicate that the project staff is quick to respond when they request help, they would like more "informal contact" (through regional meetings?) with the SREB staff members. In regard to their state departments of education, the majority of local directors express the view that if they had no funds for local travel the SDE would "come through."

One third of the local directors feel that state departments of education and universities have been very helpful in conducting training programs, and another third are "favorable" toward assistance received from these two sources. The remaining directors either did not respond or are vague in their responses.

Finally, there is considerable expression by directors that training programs they had attended during the past year had been more oriented to "the actual world of work." They see this as being quite favorable in that they needed immediate information.

It is the belief of the evaluation group that the local director is doing a good job with limited support; he needs more direction in formulating his training activities from his SDE in terms of total state objectives. Much of his time is occupied with fighting "brush fires" leaving him little opportunity to really engage in long-range, concrete planning. He should, personally, be more actively engaged in the training of AE personnel in his district or area. Lastly, he sees the SREB staff as a source to be called on to assist in training programs and to provide limited financial support and materials--but his contact with project staff is so infrequent that he really has little knowledge of SREB's regional efforts other than what he is told of at regional meetings.

Profile--Local ABE Teachers

A 31 percent return of questionnaires was realized from 800 randomly selected ABE teachers in the eight state region. All states were represented at a level sufficient to insure reliability of responses.

Approximately 60 percent of the teachers in the region have been involved in ABE/AE classes for less than three years, and only five percent have been so employed for eight or more years. The frequency of classes taught did not change significantly from 1969 to 1970.

There is no single pattern in the region for the manner in which ABE classes are taught. The range is from one teacher teaching all courses to highly specialized, almost individual instruction.

Eighty-five percent of the region's AE teachers attended one or more in-service training programs--a commendable effort on their part. As in the teaching of classes, there is no distinct pattern discernible in the themes of programs attended. This would be expected since each state has its own unique set of objectives.

The majority of teachers report that they feel they have not been sufficiently involved in planning in-service activities. They indicate a desire for more responsibility in planning programs, and the evaluators strongly recommend this. From these statements one would question whether there has been any development in relationships among teachers, local director, and members of the state departments of education. In spite of this, there is evidence reported that training received was helpful in their classroom activities.

Teachers see in-service training programs in reading as being "very helpful," while programs relating to how adults learn are seen as being "helpful." Overall, training programs are rated as being "helpful" by teacher respondents.

When considering the questions involving qualitative change, it was apparent that the teachers believe that the organization of the programs was better this year than last and that the quality of AE experts from outside the region was also higher.

Of major concern to teachers in the region is the recruitment and retention of students. In at least three instances, teachers report that their programs had more "visibility" as a result of the ABE project, thus making the recruitment and retention problem easier to handle. Also of note is the expression of satisfaction with services from SREB and contact with SREB's ABE staff at meetings and training sessions.

The respondents view themselves as having achieved more status in their respective institutions as a result of SREB involvement in their programs. They report that more frequent contact with SREB's ABE staff would be desirable.

In summary, the teachers' responses indicate a general satisfaction with the in-service program of the region and with the ABE project's support of their efforts.

Summary

Documentation for statements made in this portion of the report may be found in the separate questionnaire tabulations, the individual state reports, and in the individual group reports.

Generally, the evaluators feel that there is tangible evidence that the ABE project is moving ahead.

1. There is a more vigorous push apparent in the institutions of higher education for acceptance of their programs than was in evidence last year. There are more degree-granting programs available, the programs are better accepted, and they seem to be attracting more good-quality students.
2. There have been more frequent idea-sharing and regional planning meetings this year than last.
3. There have been more frequent meetings of all groups within the respective states.

It is recognized that intangibles are difficult to document. However, if one reads the first-year report, it is readily apparent that much of the "uneasiness and lack of cooperation" reflected have been removed. The following are examples:

1. Cooperation between state departments of education has improved significantly during the past two years throughout the region. There is more willingness to discuss mutual problems.

2. The regional meeting which brings together ABE personnel of the region has contributed immeasurably to the breaking-down of state barriers. There is now a pronounced feeling of membership in a regional ABE effort that did not exist two years ago.

The quality of assistance provided by ABE project staff is perceived by the majority of each state's AE personnel as good. The project staff has helped in planning in-service programs, obtaining consultants for training programs, and planning meetings. The SREB staff is frequently mentioned as being helpful in planning programs at the state level. As the region gains expertise in ABE, the quality of the programs will improve even more. The initial impetus was provided by the regional ABE project--all states now appear to be moving ahead at a vigorous pace.

Generally, the evaluators believe that the climate for change from a negative to positive image of ABE has been set.

Recommendations

1. State Departments of Education
   a. State departments of education should attempt to upgrade their own personnel through internal training and by providing opportunities to enroll in formal courses.

b. State departments of education should insist that local directors document their plans for training and insure that these plans are within the framework of the state plan.

c. More task-specialization by SDE personnel should be required.

2. Institutions of Higher Education

a. Work-study programs for students in AE should be offered.

b. Staff who have specialties outside (but related to) AE should be teaching in the AE program of study.

c. More involvement in the local community's day-to-day problems would be desirable on the part of professional staff in colleges and universities.

d. The continuing consultant program should be strengthened to include specific tasks to be undertaken in solving local problems.

e. There is, obviously, still a tremendous gap between the number of trained, professional AE teachers available in the region and the number that is needed for even minimum staffing. A vigorous effort to gain support for the program in higher education should be undertaken immediately by all concerned. Specifically, as relates

to SREB's ABE staff, more staff visits to colleges/universities would be helpful.

3. Local Directors
   a. More support (personnel, money, and material) should be given local program directors. These programs should be expanded to include more work in the community.
   b. The local director should produce written plans for his program.
4. Teachers
   a. Opportunity for more involvement in planning local training programs should be provided this group.
   b. The number of instate training meetings for teachers should be increased.
5. General
   a. The eight-state group may wish to consider a "consortium approach" through SREB to look into other areas of funding. SREB's ABE staff should make a concentrated effort to try to persuade college and university administrators to put more money from their state allocations into their ABE programs. More direct contact with university or college officials is needed.

b. SREB should put more of its resources into local programs.

c. SREB should consider including the present ABE project in its continuing program in view of the success it has demonstrated.

As a general summary, the evaluators feel that money received from federal and state sources has been well spent; the project is well managed and is meeting its objectives as reflected in the initial grant request. Continued and increased funding is recommended for this most important task.

ACTIVITIES OF THE SECOND PROJECT YEAR

In the second year of activity, the number of participating states increased by two and the number of participating institutions by six. The number of university service activities including on- and off-campus courses, consultant services, and in-service workshops, and participation in each increased by a much greater proportion this second year. Similarly, the number of one- and two-day in-service workshops provided by the state departments of education increased in number and participants.

It is interesting to note the difference in average on- and off-campus class size as indicated by the number of classes and enrollment figures: approximately 12 students in classes on-campus and 22 off-campus. This suggests that ABE teacher training is not a resident student program. This is substantiated by project figures showing campus students to be centered at a few institutions and few or no resident students at most institutions.

Project figures also show that approximately 50 percent of the students were women and 42 percent were black. All but two institutions (one predominantly black and one predominantly white) enrolled a substantial number of students of the opposite race.

Approximately one-third of the students were from nonstate ABE programs such as Teacher Corps, Work Incentive Program, Church Women Volunteers, Migrant, Vocational, and Community Colleges.

University services to local ABE program personnel through consultant visits and participation in or providing short-duration workshops increased threefold. This resulted from two factors: one, public relations have provided awareness of university staff services; and two, university staff is acquiring the skill of associating with local program personnel in a non-threatening way.

Consultant visits most frequently occurred for these purposes: establishing a credit course, helping plan system-wide in-service, working on a local ABE program, and observing classroom procedures. The problems under cooperative solution included recruiting and retention of students, materials, teaching techniques (especially organizing and operating a learning laboratory), and counseling.

Interestingly, consultant visits frequently led to requests for a short in-service, noncredit workshop. The most frequent topics included organizing ABE classes, instructional techniques, adult learning, training for volunteers and aides, ABE materials, and learning laboratory techniques.

Graduate credit courses frequently followed these university activities and in most instances, these staff services were

additions to a full instructional load. In other words, the professor and this project generated enrollments from those who would not otherwise seek university training.

State departments of education provided both area and statewide workshops for persons employed in the state ABE program. The statewide workshops primarily enrolled supervisory and administrative staff and frequently were concerned with planning in-service training or global topics such as curriculum and program. Area workshops were for teachers and concerned with classroom-related topics such as the adult learner, ABE materials and teaching techniques, especially reading and individualizing instruction. Typically, more than half the participants were women and about one-third were black.

Obviously, the higher education capabilities program, the continuing consultant program, and the SDE local capabilities program made great strides. The number of tuition students generated should have institutionalized teacher training at all but one or two institutions, if the off-campus offerings are continued. The continuing consultant program has yet to be recognized as the source of the enrollment successes and as an innovative influence on course and program content. State department of education seminars and workshops seem to have become a permanent aspect of local ABE in-service training which reach almost every ABE program employee in the state.

TABLE I
PARTICIPATION IN COURSES AND IN-SERVICE ACTIVITIES BY STATES

PROGRAM TYPES		ALA.	FLA.	GA.	KY.	MISS.	N.C.	S.C.	TENN.	TOTAL	(1970)
On Campus	Courses	15	23	25	5	18	3	10	28	127	43
	Students	409	282	207	56	308	29	98	274	1,663	525
Off Campus	Courses	8	29	8	4	3	2	12	2	68	41
	Students	170	874	94	46	83	43	260	24	1,594	1,148
University In-Service Activities	Consultant Visits	8	10	70	39	13	35	13	53	241	32
	Workshops	16	2	8	12	10	1	9	10	68	*
	Participants	723	215	725	1,175	583	76	299	1,297	5,093	1,090
Two Week Summer Institutes	Number	1	--	3	--	3	--	1	2	10	7
	Participants	75	--	182	--	136	--	31	101	525	429
S.D.E. In-Service	Workshops	17	2	13	8	3	1	19	8	71	92
	Participants	1,671	732	726	395	167	134	813	584	5,222	5,037
Total	Activities	65	66	127	68	50	42	64	103	585	208
	Participants	3,048	2,103	1,934	1,672	1,277	282	1,501	2,280	14,097	7,800

*This figure was not reported in 1970.

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